REVISED District Level

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT

and

CONTINUOUS IMPROVEMENT ACTIVITIES TOOL

California's LRE Initiative

Developed by the California LRE Task Force and the LRE Resources Project at WestEd under contract with the California Department of Education, Special Education Division (CDE, SED)

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT and **CONTINUOUS IMPROVEMENT ACTIVITIES District Level**

Contact Person:		Date Completed: _	
Telephone Number:	Fax Number: Email Address :		
IMPROVEMENT TEAM:			
Name	Role	Name	Role
Name	Role	Name	Role
Name	 Role	Name	Role

Process for using LRE Self-Assessment Tool

The following process is helpful as districts begin to examine their practices to create improved educational options for students with disabilities in the Least Restrictive Environment.

- 1. Establish district level LRE improvement team.
 - Form stakeholder's workgroup or use existing team to complete assessment and develop plan.
- 2. Conduct district level assessment using the LRE Self-Assessment Tool.
 - Team will meet to conduct the needs assessment;
 - Rate your district practices (1- minimal to 4- fully) based on evidence.
 - Identify and prioritize district's need areas.
 - List any improvement strategies that come up during discussions.
- 3. **Summarize** ratings from the self-assessment on the summary sheet on page 18.
 - Average scores for each section and transfer this number to the summary sheet.
 - Analyze needs for section and list on summary sheet.
 - List any improvement strategies discussed on summary sheet.
- 4. Brainstorm solutions using SODAS process on page 19.
 - For high need areas where improvement activities have not already been identified; brainstorm possible solutions using SODAS process.
- 5. Develop Action Plan.
 - Select improvement activities and put into an action plan.
- 6. Implement Action Plan.
- 7. The initial self-assessment findings can be used as a **baseline** for progress on your action plan. After implementation of the plan, team can conduct the self-assessment again to determine progress on the LRE plan.

Instructions:

- 1. Utilize an existing district-level school improvement team or establish a separate team to focus on establishing and carrying out district-wide policies, practices, and initiatives that are consistent with and support the LRE requirements of federal and state law as well as effective research- and practice-based LRE strategies. This district-level improvement team should include; general and special educators from elementary, middle school and the high school level; teacher association/union representation, district general and special education administrators, SELPA or County Office representatives, elementary, middle school/junior high, and high school principals, DIS representatives (speech, nursing, counseling, etc.), other agency personnel, and general and special education parents.
- 2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of programs, services, and initiatives supported by the district, please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:
 - 4 = Fully
 - 3 = Substantially
 - 2 = Partially
 - 1 = Minimally
- The survey is designed to reveal how a district supports schools in seven categories that directly impact student achievement:
 - 1. Standards-based Curriculum, Instruction, and Assessment
 - 2. Professional Development
 - 3. Human Resources
 - 4. Data Systems/Data Analysis/Ongoing Monitoring
 - 5. Parent and Community Involvement
 - 6. Fiscal Operations
 - 7. Governance and Leadership
- 4. At the end of each major topic section there is a box for an "section average score". Please average all the scores for that section and write that score in the box at the end of the section. This will also be the score that will be transferred to the summary sheet (pg. 18) at the end of the document.
- 5. Any LRE feature rated 1, or 2 indicates a need for improvement strategies to be developed. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included as a supplement to another district school improvement plan or a separate District LRE Improvement Plan.

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1. Standards-Based Curriculum, Instruction and Assessment			
 1.1 The district provides support for effective, standards-based instruction for ALL students. There are effective school strategies in general education, including early intervening/student support practices and coaching that promote successful learning. The district provides support to the schools in the implementation of effective, standards-based instruction in general education, including early intervening, as the first premise on which to build successful services in the LRE. The district supports the inclusion of standards-based goals in IEPs for students with disabilities. 	1 2 3 4		
 1.2 Research-and practice-based services and strategies are provided to meet students' unique needs to access the general curriculum. The district provides information to the schools regarding research-based best practices to inform the school staff about the services and strategies that support implementation of the LRE. The district provides the necessary administrative support for the provision of services and strategies for any service written into the IEP. 	1 2 3 4		
 1.3 There are program organizational structures at the district that facilitate LRE. The district provides administrative support for LRE including planning time across general and special education staff, including preschool personnel The district supports schools to utilize creative and innovative strategies to meet the LRE needs of students. 	1 2 3 4		

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1. Standards-Based Curriculum, Instruction and Assessment			
 1.4 There are classroom organizational structures at the district and school level that facilitate LRE. The district supports schools by providing appropriate supports, materials and supplies to educate ALL students with disabilities in order to provide access to the core curriculum. Effective classroom instruction in general education, including early intervention, is supported by the district as the first premise on which to build successful services in the LRE. 	1 2 3 4		
 1.5 There is adequate access to assistive and instructional technology in order to support students in the LRE. The district has developed and is effectively implementing a plan for the provision of necessary assistive and instructional technology to students and teachers, including an annual evaluation of the implementation of the plan. The district facilitates effective use of technology for students. Training is provided in the use of assistive technology. 	1 2 3 4		
 1.6 The district ensures access to school and classroom modifications, adaptations and accommodations. The district IEP forms reflect the inclusion of necessary instructional and curriculum modifications, adaptations, and accommodations. The district provides ongoing support and assistance to school staff regarding the implementation of classroom modifications, adaptations, and accommodations for schoolage students. The district monitors IEPs for the identification and provision of supplementary aids and services (e.g., curriculum modifications, behavioral interventions, and assistive technology). District staff oversee the inclusion of students with disabilities in district and state assessments, including accommodations and alternate assessments, including: Staff training Ongoing monitoring of the types of assessments provided, types of accommodations, and the numbers and kinds of students receiving an alternate assessment. 	1 2 3 4		

	ATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1. Standards-Based Curriculum, Instruction and Assessment			
	2 3 4		

	COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
2.	Professional Development			
2.	1 Ongoing training readily available for IEP teams.			
	District staff have received information and training regarding LRE legal requirements and	1 2 3 4		
	best practices.			
	Staff development is provided for school principals and other administrators throughout the			
	district related to LRE legal requirements and effective practices. The district provides ongoing staff development activities for special and general education			
ľ	teachers, DIS personnel, and other agency partners (including service providers, parent			
	organizations and other disabilities related/advocacy groups) regarding LRE legal			
	requirements and effective practices, including ways to make the general curriculum			
	accessible for all students.			
	The district provides support, training, and ongoing assistance to schools in the			
	implementation of strategies that provide positive behavior supports to students, including modeling and coaching.			
	Parents are provided opportunities for training from the district, SELPA, CAC, and/or other			
	community-based organizations.			
	The district implements proactive training, retaining, recruitment, and retention strategies			
	with the goal of providing qualified personnel throughout the district.			
2.	2 Supports are provided to teachers and other school staff in meeting the LRE needs	1 2 3 4		
	of students with disabilities.			
	District administrators and the school board demonstrate an understanding of the systemic strategies needed to support LRE.			
	A cadre of personnel is available to provide training and ongoing direct support for			
	curriculum modifications and other student supports to assure appropriate education in			
	general education settings.			
	Training, mentoring, and coaching are available for general and special education			
	teachers/staff.			
	The district provides training and ongoing support for SST and IEP team members within the schools regarding physical adaptations, accommodations and assistance.			
	the schools regarding physical adaptations, accommodations and assistance.			

			-
COMPONENTS AND FEATURES OF LRE	RATING	EVIDENCE/ INFORMATION TO SUPPORT RATING	STRATEGIES & IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
2. Professional Development			
□ The district provides support, training, and ongoing assistance to the schools in the implementation of strategies that provide positive supports to students (i.e., natural support networks and strategies such as peer tutoring, buddy systems, circle of friends, systemic supports, cooperative learning and other ways of connecting students in natural, ongoing, and supportive relationships).			
☐ The district provides periodic information, training, and assistance to schools and district staff on the implementation of strengths-based, integrated, and functional behavior assessment, student progress monitoring, and culturally appropriate assessments.			
2.3 Paraprofessionals provide support for special and general education teachers in the	1 2 3 4		
implementation of LRE.			
 The district has a district-wide training program for paraprofessionals to facilitate their support of students in the LRE. District staff monitor the effectiveness of services provided by paraprofessionals and the 			
guidance and supervision provided for paraprofessionals by the general and special education teachers.			
The district examines alternative staffing approaches to over reliance on paraeducators and pilots alternate approaches (e.g., fewer 1:1 paraeducators, more special education teachers, and use of peers, and volunteers).			
2.4 There is coordination and cooperation with personnel working together and	1 2 3 4		
supporting each other (e.g., through team teaching, co-teaching, teacher and student assistance teams, and other			
 collaborative arrangements). Special and general education administrators and other staff at the district level work together to support collaboration and coordination between special and general education teachers and other staff within the schools (e.g., joint staff development and initiatives). Sufficient time is provided on a regular basis for personnel to talk and work together regarding student needs. 			
Section average score:			

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
3. Human Resources			
 3.1 There are organizational, and human supports provided for implementation of LRE. Adequately Trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals). The district increases the knowledge base of its staff through strategies such as staff development and university partnerships for research and demonstration efforts (e.g., to enhance or add to the knowledge base regarding current best practices). The district offers access to model school sites that are utilized for ongoing professional development in LRE and that are coordinated with other schools that have received recognition. 	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	EVIDENCE/ INFORMATION TO SUPPORT RATING	STRATEGIES & IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
4. Data Systems/Data Analysis/Ongoing Monitoring			
4.1 Assessment facilitates LRE (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment). □ The district ensures that assessment practices facilitate the implementation of LRE as identified in IDEA and No Child Left Behind (NCLB) through: ○ Hiring and maintaining qualified staff ○ The effective use of functional, strengths-based assessments which integrate information from the family and the entire transdisciplinary team ○ The effective use of ongoing documentation of progress within the general curriculum ○ Assessment procedures that include information related to enabling the child to be involved in and progress within the general curriculum. □ Assessment and IEP development practices value and include information provided by the parents. □ The district uses culturally and linguistically appropriate assessments. □ The district staff (psychologists and special education teachers) effectively use: ○ Functional behavior assessment for the purpose of developing positive behavioral support plans ○ Data-based student progress monitoring ○ Alternate assessment methods such as portfolios, interviews and other qualitative methods of evaluation. □ The district maintains ongoing responsibility and accountability for all students. This is a mutual responsibility with other service providers (e.g., including Charters, county, state schools, and nonpublic schools/agency).	1 2 3 4		
□ District has procedures in place to ensure ongoing parent participation.			

COMPONENTS AND FEATURES OF LRE	RATING	EVIDENCE/ INFORMATION TO SUPPORT RATING	STRATEGIES & IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
4. Data Systems/Data Analysis/Ongoing Monitoring			
 4.2 Students are included within state and district assessments and other forms of accountability that assess what the student is being taught and that measure ongoing student progress toward identified educational goals. The district monitors referral rates to special education, "exit" rates, ethnic proportionality in special education, suspension, retention, attendance rates, passing high school exit exam, graduation rates, and dropout rates for all students and takes appropriate action. The district ensures that training and support are provided to the schools regarding allowable accommodations to district and state assessments for students with disabilities, as well as support for alternate assessments, as determined appropriate by the IEP team. 	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
5. Parent & Community Involvement			
 5.1 Parents are embraced as equal partners in their child's educational program. The district encourages and implements outreach efforts for all parents to facilitate effective service delivery including LRE supports for their children. Parental input regarding effective adaptations and accommodations are solicited. District-wide, parents are included in all components of the IEP process. The district provides ongoing support to schools in their implementation of strategies for involving parents and embracing them as equal partners in the educational process for their child. 	1 2 3 4		
 5.2 The district provides ongoing training, information and support for parents that considers and is respectful of cultural and language diversity. The district has procedures for including parents in training when appropriate and ensures that the training is respectful of cultural and language. 	1 2 3 4		
 5.3 Students are involved in their IEP/LRE discussions. The district provides ongoing support to schools in their implementation of strategies for effectively involving students in the educational process, including their IEP meetings. 	1 2 3 4		
 5.4 The district actively encourages and supports parent and agency participation in transition meetings for students leaving the school system. Parents are invited and encouraged to participate in transition planning meetings and training and support are provided to assist with participation. 	1 2 3 4		
Section average score:			

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
6. Fiscal Operations			
 6.1 There are fiscal and organizational supports provided for implementation of LRE. The district provides fiscal, human, and organizational resources for school site implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes, supports for participation at the IEP meeting for all required participants). Textbooks, instructional materials, and technology used throughout the district are available to all students and all teachers. All curricular and extracurricular activities and opportunities throughout the district are available to all students. The district supports and provides access to a range of professional development opportunities within their local region and works collaboratively with other regional groups to develop new professional development activities through many different venues (e.g., on-line, webcasts, communities of practice, traditional training and technical assistance, etc.). Section average score: 	1 2 3 4		

(1)	(2)	TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
7. Governance and Leadership	(/	(-/	\ /
7.1 The district has a vision that values and celebrates student diversity. There is evidence of guiding principles which encourage and support: All students educated together. High standards and expectations for all students Access to the general education curriculum for all students. Participation of all students in district and State assessments with or without accommodations or through an alternate assessment as determined appropriate by the IEP team. Input from diverse groups of educators, parents, and the community. District staff communicates and demonstrates a philosophy that all students' abilities vs. disabilities are emphasized.	1 2 3 4		
 7.2 The district fosters a climate of collaboration at the district and school level between special and general education in order to promote school climate and culture in which there is a sense of community, where everyone belongs, is accepted, and is supported by peers and other members of the school community. General and special education staff at the district level work collaboratively to plan and implement initiatives, activities, and supports to schools that consistently communicate high expectations for ALL students. The district monitors procedures and activities within the schools that foster and encourage social relationships between and among all students. The district is characterized by a climate or culture in which there is a sense of community where everyone belongs, is accepted and supported by peers and other members of the school community. Personnel at the district level are held accountable for providing support to the schools and families for implementation of LRE, as determined within student IEPs. The district demonstrates ongoing responsibility and accountability for all students 	1 2 3 4		

COMPONENTS AND FEATURES OF LRE (1)		INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
7. Governance and Leadership	(2)	(0)	(-/
 7.3 Leadership is supportive of the LRE, and district initiatives and activities reflect the LRE. The District Board of Education, superintendent, principals, and administration are committed to the implementation of LRE programs and supports for students. The district special education office assists sites to monitor implementation of LRE throughout the district on an ongoing basis, including access to the general education curriculum & access to extra-curricular activities for all school-age students. The district and schools are held accountable for implementing LRE. District staff directs resources to the training of district and school staff regarding LRE requirements and appropriate opportunities and assessments. 7.4 District LRE policies and procedures reflect requirements of State and Federal law. There is a current Board of Education LRE policy consistent with legal requirements that stipulates the following: All students should be educated in age-appropriate general education classes to the maximum extent possible their normal school of attendance (or school of choice) with modifications or accommodations to the curriculum as appropriate and supplementary aids and services. All students start and end the school day at the same time as others in their school. All students have access to co-curricular and extracurricular activities. The district has short and long-range plans for full implementation of LRE requirements, programs, and supports. District policies and procedures regarding LRE, including transportation, are periodically reviewed with input from parents and staff. District committees include input from parents and parent groups representing special and general education children. The schools within the district are physically accessible and welcoming	1 2 3 4		

COMPONENTS AND FEATURES OF LRE		RATING	INFORMATION TO SUPPORT RATING	STRATEGIES & IMPROVEMENT ACTIVITIES
	(1)	(2)	(3)	(4)
7. G	overnance and Leadership			
7.5 S	ervices for students are provided in schools they would attend if not	1 2 3 4		
disab	led.			
	IEP determinations begin with consideration of how to appropriately support each			
	student in the general education classroom/program before other placements are considered.			
	Families are informed that general education is the first consideration by the IEP team.			
	The number of students with disabilities at any one school is within natural proportions.			
	LRE placement patterns are regularly monitored by district staff to insure that decisions are being made based on the needs of the students.			
	Transitions are facilitated through the IEP when students are moving from school to school, grade level to grade level, and from the school to out-of-district and from more to less restrictive settings.			
	Provisions in the IEP include the student's participation in school activities, if appropriate.			
	αρριοριίαιο.			
	Section average score:			

DISTRICT Self-Assessment Summary Sheet Average

Practice	Score	Priority	Improvement Strategies
Standards based curriculum, instruction, and assessment. Issues:			
2. Professional Development Issues:			
3. Human Resources Issues:			
4. Data Systems/Data Analysis/Ongoing Monitoring Issues:			
5. Parent and Community Involvement Issues:			
6. Fiscal Operations Issues:			
7. Governance and Leadership Issues:			

SODAS – Creative Problem Solving

Options – What options do we have	D isadvantages - of each option	Advantages - of each option	Solutions
	Options – What options do we have	Options – What options do we have Disadvantages - of each option	Options – What options do we have Disadvantages - of each option Advantages - of each option Advantages - of each option

If you agree to a solution, MAKE AN ACTION PLAN.

Action Plan

What action is necessary?	Who is responsible?	What is the timeline?	How will we know if we are successful?	Who else needs to be involved?	Other Considerations